DOCUMENT RESUME

ED 415 169 SO 028 326

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TITLE From Segregation/Apartheid to Democracy in South Africa. Fulbright-Hays Summer Seminar Abroad 1996 (South Africa).
INSTITUTION Center for International Education (ED), Washington, DC.
PUB DATE 1996-00-00
NOTE 31p.
PUB TYPE Guides - Classroom - Teacher (052)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *African Studies; *Apartheid; Black Studies; Foreign Countries; Global Education; Instructional Materials; Peace; *Racial Discrimination; *Racial Segregation; Secondary Education; Social Studies; Teaching Guides
IDENTIFIERS *South Africa

ABSTRACT

This curriculum unit is intended to help students understand the tremendous social and political changes in South Africa that have occurred with the ending of apartheid. The unit contains four modules: (1) "Segregation/Apartheid"; (2) "Effects of Apartheid"; (3) "Transitional Process from Apartheid to Democracy"; and (4) "Observations." Background information and facts about South Africa are presented. (EH)

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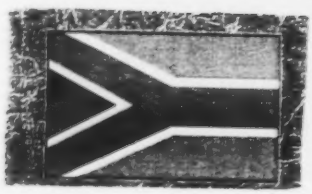
FROM SEGREGATION/APARTHEID TO DEMOCRACY IN SOUTH AFRICA



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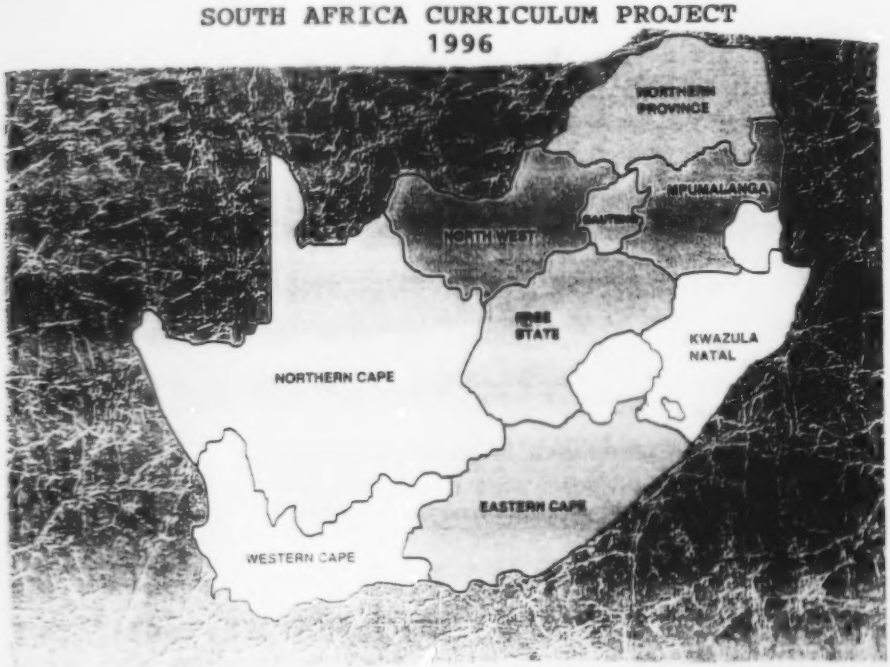
SOUTH AFRICA CURRICULUM PROJECT
1996



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RATIONALE

The studying of apartheid to democracy should help students gain a better understanding of the Old South Africa (Apartheid) and the New South Africa (Democratic)

The study of apartheid and the transformation from apartheid to democracy should help students understand the effects of apartheid on society and the problems and challenges that will face the democratic government during the transformation process as well as how the new government plans to meet these challenges.

FACTS ABOUT SOUTH AFRICA

There are 11 official languages: Afrikaans, English, Ndebele, Northern Sotho, Southern Sotho, Swazi, Tsonga, Tswana, Venda, Xhosa, and Zulu. The main language groups are English and Afrikaans

The population (1994) totaled 41,240,000 people of all races according to the Development Bank of South Africa. Blacks 76.1%, Whites 12.8%, Asians 2.6% and those of mixed origin 8.5%. The estimated rate of natural increase is 2.3% per year.

The four major ethnic groups of South Africa are Whites, Blacks, Asians, and Coloureds.

There are four major ethnic groupings among Black people. They are the Nguni, Sotho, Shangaan-Tsonga and Venda. Together the Nguni and Sotho account for the largest percentage of the total Black population.

There are nine provinces- Gauteng (Capital-Johannesburg), Kwazulu-Natal (Capital-Pietermaritzburg), Northern Province (Capital-Pietersburgh), North West (Capital-Mmabatho), Mpumalanga (Capital-Nelspruit), Free State (Capital-Bloemfontein), Northern Cape (Capital-Kimberley), Western Cape (Capital-Cape Town), Eastern Cape (Capital-Bisho), cover total of 760,864 square miles.

Compiled and produced by the Embassy of South Africa, Washington, DC

BACKGROUND INFORMATION

White settlers from Holland (Dutch), also known as Boer or Afrikaner, came to South Africa in 1652. At that time South Africa was divided into African Kingdoms headed by tribal (Xhosa, Zulu, Hottentot, Bushmen, etc.) chiefs. Many bitter struggles ensued between the White settlers (Dutch) and the African Kingdoms over cattle and land for more than 200 years. Although the African Kingdoms lost many cattle and land, they remained independent.

The British invaded South Africa in the 1860's with large armies and superior weaponry (modern rifles and cannons) to overpower and to colonize the country. The African Kingdoms and White settlers (Dutch) resisted the British advances with limited success. The Xhosa Kingdom fought nine wars of resistance against the British, but was finally defeated in 1878. The Zulu Kingdom, despite giving the British army a crushing defeat at Isandhlwana in 1878, was finally defeated at Ulundi by British reinforcement.

By 1900 the British had broken the power of the African Kingdoms and in 1902 had defeated the Dutch (Boers) in the Anglo/ Boer War (1899 - 1902). Between 1902 and 1910, the British had great direct influence over South African affairs, promoting the following changes:

(1) The use of English in schools/public life.

(2) The immigration of large number of British settlers.

(3) The unity among racial ethnic and tribal groups of South Africa under a Union of South Africa (Union).

This Union was accomplished on May 31, 1910. The British granted partial independence to the Union and the Union agreed to be part of the British Empire. Immediately following independence of the Union of South Africa, General Botha, (a defeated Boer military leader) was appointed by the British Governor General to temporary govern the newly independent Union of South Africa.

General election was held in September 1910, with voting franchise limited to all white males and qualified elite blacks* of the Cape. General Botha emerged victorious and continued to govern the Union. The political principles of the Botha government recognized both English/Dutch languages, and pro British interests. General Botha governed the Union until 1919. He was succeeded by General Smuts. General Smuts' government also promoted political principles of General Botha's government.

In 1924 General Smuts was replaced by General Hertzog. General Hertzog was an Afrikaner (Dutch) segregationist ruler (see Segregration/Apartheid Module 1). He also believed that in every aspect of life, the Afrikaner must be given the highest priority. General Hertzog was a Nationalist and ruled until 1939. He was succeeded by General Smuts (the 2nd prime minister) until 1948. In 1948, General Smuts was replaced by Dr. D. Malan, a Nationalist and a strong advocate of the newly developed apartheid doctrine espoused by Hendrik Verwoerd.

Dr. Malan's government (1948 - 1954) and other apartheid/nationalist governments (1954 - 5/1994) passed and vigorously enforced apartheid laws. On May 5, 1994, Nelson Mandela, a Black South African, was the first democratically elected president, replacing the last nationalist/apartheid government under Mr. De Klerk.

*All men of mature age who sign their name and write their address and occupation who either earned £50 wages a year or who occupied a house or land valued at £ 75.

OBJECTIVES

MODULE I
SEGREGATION AND APARTHEID:

1. Students will be able to compare and contrast segregation with apartheid

2. Students will be able to identify the social, political, and economic forces that led to the evolution of an apartheid government.

3. Students will be able to explain the main goal of the apartheid system of government.

MODULE II
EFFECTS OF APARTHEID

1. Students will be able to describe the negative effects of apartheid in the areas of housing, jobs, economic control, social segregation, and education.

2. Students will be able to name the Black Resistance and Political Organizations that grew out as reactions againstthe intensified apartheid system

3. Students will be able to illustrate the lack of democracy in an apartheid system of government.

MODULE III
TRANSITIONAL PROCESS FROM APARTHEID TO DEMOCRACY

1. Students will be able to outline the roles and responsibilities of the RDP in promoting and upholding the democratization of South Africa.

2. Students will be able to determine the effectiveness and efficiency of the South African government's commitment and effort to democratize South Africa.

3. Students will be able to critically analyze the 5 key RDP components, designed to correct the socio-economic legacy of apartheid.

MODULE IV
OBSERVATIONS
OBJECTIVES

1. Students will be able to identify evidence of inequalities and prejudices in the South African society.

2. Students will be able to explain the challenges facing the "New South African government" during the transformation period from apartheid to democracy.

MODULE I
Segregation/Apartheid

Segregation grew out of the ideology that there are fundamental differences among the various groups of people in South Africa and that these groups should be separated. Based on this segregation ideology, several legislations were enacted between 1910 and 1925.

1910 Pass Law This law restricted Black families from moving to cities on a permanent basis. Blacks were allowed to seek employment in the city, but were prohibited form residing in cities. They were compelled to reside on reserves (land set aside for Blacks).

1911 The Native Labour Regulation Act This act legally subordinated Black positions in the work place. Regardless of their education or skills few Blacks moved beyond "unskilled laborer".

1911 The Mines and Works Act This act codified Black subservient position to white miner. Blacks were unable to move beyond the category of unskilled laborer. The title skilled miner came to be synonymous with "white miner".

1913 The Native Land Act This act prevented Black Africans from acquiring land for farming purpose outside the reserves.

1913 Immigration Act This act called for the government to prevent the entry of Indians into the country on social and economic grounds (by introducing an education test) and to limit their freedom of movement within the country. They were also denied political rights.

1922 The Apprenticeship Act This act prevented Blacks from training for skilled jobs.

1923 The Natives Urban Area This act states that urban areas were the white man's territory and that Africans are allowed only if they showed written proof of employment with a white and that they are on their way to work or from work. This act legally restricted the rights of Black Africans to live where they wished in town and cities. It also legalized the whole system of establishing locations of Black township adjacent to white towns.

1925 Poll Tax Act This act doubled the general tax on Black Africans forcing self-sufficient Black African farmers to leave their farms and work for the white farms as wage earners and to seek other employment.

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1925 The Wage Act This act established wage boards for the purpose of determining minimum wages to be paid to "civilized" labor.

The legislations, described above, focused primarily on territorial separation of the races and the subordination of the non-whites to the whites in the work place.

In 1926 General Hertzog (3rd prime minister of South Africa) gave in a speech the rationale for segregation. Excerpts of his speech follow:

"In the first place I wish to draw your attention to the composition of our population. In round figures we can fix it at 2,000,000 whites against 6,000,000 natives...

Look...at the difference in civilization! Against a European civilization which has its origin in a slow development which stretches back over a period of almost 2,000 years, stands the native, without civilization, on the doorstep of his development. Next to the European, the native stands as an 8 year old child to a man of great experience, a child in religion, with the most primitive needs, and the most elementary knowledge to provide for these needs.

If ever a race had need of guidance and protection from another people with which it is placed in contact, then it is the native in his contact with the white man.

Another point of difference of the greatest importance is that of national character and customs...How much this difference is something which will eventually disappear as the native becomes civilized cannot be determined with any certainty. We also cannot just assume that the native, in his development to civilization, will not follow his own national character with his own eventual and unique civilization.

Difference in national character, national customs, national development and civilization, exists and will long exist, and, in proportion to this difference there will necessarily be a difference is national needs, which demands difference in treatment and this affects legislation no less than administration.

To protest against this, as is done today thoughtless people, as though such a dividing line is attributable to colour prejudice alone, is not justified. Not colour, but a definite difference in national character, development and civilization, is the basis of the so-called colour bar. This means that not only must we warn him with words against any efforts in this direction, but we must not give him rights calculated to arouse false hopes in him; and as far as he already has such rights, we must make sure that he renounces them in favour of what will be, for him, more conducive to progress and happiness..."

Following General Hertzog's speech of 1926, additional segregation acts were passed.

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1926 MASTERS AND SERVANTS AMENDMENT ACT This act offered little protection in practice to those who were categorized as 'servants'. The powers of the "master" were extended by the 1926 Amendment so that farmers had greater legal powers in relation to their labour tenants. It became progressively more difficult for such workers to organize themselves for gain and legal protection for their position as workers.

1936 THE NATIVE TRUST AND LAND ACT This act established a "trust tenure" which eliminated the Blacks from owning property but could farm on the reserves where they settled. The "trust tenure" enabled the government to purchase and develop the land on these reserves.

1936 POLITICAL ACT This act removed Africans from the common voters' roll and were granted four white representatives in parliament to represent them.

1936 SEPARATE AMENITIES ACT This act legalized race segregation in public places, trains and buses, post offices, hospitals, and even ambulances. Beaches were fenced off into separate bathing areas. The act also stated the amenities for different races need not be of equal standard.

1943 PEGGING ACT This act restricted Indians to "Indian areas", limiting the movement of Indian Traders in "white towns".

THE BEGINNING OF APARTHEID

Apartheid grew out of segregation ideology. Apartheid is an expansion and intensification of segregation. Dr. Hendrik Verwoerd (the seventh prime minister) of South Africa was credited for writing the doctrine of apartheid. According to Dr. Verwoerd, "Each race and nation has an unique, divinely ordained destiny and cultural contribution to make to the world. The races should be kept apart so that each can develop to the full along its own inherent lines. Interracial contact, above all, must be avoided. Cultural attainments are racialy determined and races are inherently unequal. Each racial group should have its own territorial area within which to develop its unique cultural personality."

To promote Dr. Hendrik Verwoerd's apartheid doctrine, the South African government (between 1950-1959) passed a series of interrelated laws and acts. These laws and acts are summarized below:

1950 THE POPULATION REGISTRATION ACT This act compartmentalized the population. It provided for the classification of the entire population into four statutory racial groups (Whites, Blacks,

Coloureds and the Indians).
Interracial marriages were forbidden, and the banning of intimate relations between whites and blacks was extended to include the banning of intimate relations between whites and coloureds.

1950 GROUP AREAS ACT This act provided for the designation of particular areas for specific races. Acting on this law, the government often under the guise of "slum clearance" moved whole non-white communities from central city areas to later declare these communities white only communities. For example, the main city centre residential area (District Six Cape Town) was declared white and its population resettled in distant areas.

1950 THE SUPPRESSION OF COMMUNISM ACT This act was introduced to strengthen the govenment's hands against radical oppostion to apartheid. The definition of communism was framed to cover almost any fundamental opposition to apartheid.

1952 NATIVE LAWS AMENDMENT ACT This act made it illegal for Africans to be in the cities unless they were legally qualified to be there. This law stipulated that an African required special permission to remain in an urban area for more than 72 hours unless he/she had acquired an exemption, i.e., had become either a permanent resident or was there legaly on contract (migrant laborers). The same act also put African farmworkers in a separate category, making it impossible for them to move.

1959 PRISONS ACT This act restricted reports on conditions in prisons. Some detainees committed suicide or died under suspicious circumstances.

1959 SOCIAL APARTHEID ACT This act expanded the Separate Amenities Act of 1936. Blacks and whites were prohibited from making use of common sporting facilities and participation in the same cultural and leisure activities.

1959 THE EXTENSION OF UNIVERSITY EDUCATION ACT This act removed the right of non-white students to attend previously open universities of Cape Town and Witwaterstand.

1959 POLITICAL APARTHEID ACT The government abolished the four white representatives who represented the interest of the natives (Blacks) in parliament. The Blacks had to exercise their political rights in their respective reserves.

1959 THE EDUCATIONAL APARTHEID ACT This act stipulated that education should first of all teach children that they belonged to a particular community. For this reason they had to receive mother-tongue education. This meant an end to bilingual education. The white community Afrikaans and English-speaking children were instructed by law to go to schools where they were taught in their own language. This meant that Coloured and Indian children who had been attending white schools were

ordered to attend schools exclusively for Colored and Indian people.
University education in 1959 was segregated forcing the small numbers of Black students to leave white universities. Non-Whites were therefore forced to attend separate Universities: the University of Western Cape (for coloureds), the University of Durban-Westville (for Indians), and the University of Zululand and the University of Fort Hare (for Black Africans).

INTENSIFIED APARTHEID

Between 1960 - 1970 apartheid was intensified to further restrict the physical movement and the social and economic mobility of the non-whites.

(1) The government strictly enforced the Pass Laws, keeping non-whites South African to a minimum in the towns and cities. Pass Laws arrests were greatly stepped up reaching a peak nearly 700,000 arrests per year.

(2) The government gave the police the authority to detain suspects without charging them and under conditions of solitary confinement for a period of 12 days (1962), 90 days (1963), 180 days in (1965) and then an indefinite period authorized by a judge. The government acquired wide powers to place individuals under house arrest.

(3) African (Blacks) high schools were as far as possible built only in the reserves.

(4) Missionary schools were closed, denying blacks educational opportunities.

(5) Trading in townships was severely limited with aim of forcing African businessmen to settle in the reserves.

(6) Subsides and concessions were introduced trying to persuade white enterprise to relocate in the reserves or in border areas close to the reserves.

(7) Africans could no longer own homes in townships. They were only to rent houses in townships.

(8) The construction of urban houses for Blacks ceased, creating a shortage in housing for Blacks working in the cities.

(9) A white worker could not be sacked and replaced by a Black in the same job or be obliged to work under a black supervisor.

(10) Africans were not allowed to do skilled jobs, or to be trained for them, in "white" areas.

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(11) African doctors, lawyers, or attorneys could serve only their own people and were refused consulting rooms in "white" business districts.

(12) Separate political institutions for Africans in reserves were introduced. The Coloured and Indian communities were ordered to provide a limited measure of self-administration.

(13) African employees could only take employment in the city for a one-year contract which had to be renewed annually. This meant that they remained migrants.

(14) Coloured representation in parliament and in the city council was terminated.

(15) Rural African women were prevented from taking up urban jobs.

ASSESSMENT
SEGREGATION AND APARTHEID

Activity #1

After reading excerpts of Dr. Hertzog's speech rationalizing the need for segregation, write one paragraph stating Dr. Hertzog's perception of Blacks referring to specific statements from his speech of 1926.

Activity #2

Draw a Venn Diagram showing the differences and similarities between segregation in the U.S. during the 1950's - 1960's and apartheid in South Africa.

Activity #3

Construct a timeline, illustrating the dates and events (of acts and laws) that helped to legalize the apartheid doctrine. Remember to write an appropriate time for your timeline.

Activity #4

Write a paragraph explaining how did apartheid evolved from segregation in South African.

Activity#5

Respond to this question: Do you think that the term "apartheid" is an appropriate term to describe the segregation policies of the South in the United States during the period of Slavery to passage of the Civil Rights Acts? Explain your answer.

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MODULE II

THE EFFECTS OF APARTHEID BASED ON A 1994 SURVEY

The effects of Apartheid were devastating among the non-whites, especially the Blacks. Apartheid had divided the country.Some of the people enjoyed a high standard of living while many did not. Some of the negative effects of apartheid are:

(1) Lack of adequate housing - in 1990 there was a shortage of over 1.3 million houses. Each year about 200,000 new households sought homes, but in 1992 only 50,000 homes were built.

(2) About 12 million people had no reasonable access to water and about 21 million didn't have adequate sanitation.

(3) Only 36% of households were electrified. About 3 million homes did not have electricity, 19,000 schools (86% of the total) and 4,000 clinics had no electricity.

(4) For Black people, there was only 1 phone line for every 100 people. For whites there were 60 phone lines for every 100 people.

(5) Most whites lived in fully developed suburbs; while most Blacks lived in under developed townships and shack settlements.

Inadequate Education

(1) About 3/4 of the Africans were illiterate.

(2) The government spent 11 times more on each white student compared to each black student.

(3) Only 11 percent of Blacks graduated from high school compared to 70% of whites.

Lack of Jobs and Economic Opportunities

(1) There was a 67% unemployment among Blacks.

(2) Many blacks were also underemployed, earning low wages.

(3) Most women were in the lowest paying industries or doing work that was not recognized, especially Black women who were in the areas of domestic labour and subsistence farming.

(4) Black people especially women were excluded from important areas of economic control.

(5) Only 3% of managers in the country were Blacks
(6) An estimated 1% of the dentists in the country was Black.

(7) An estimated 89% of the enginers in the country waS white.

(8) Black-owned companies constituted 2% of Johannesburg stock.

(9) About 17 million people out of the total population live below poverty level. 11 million of these were living in rural areas.

(10) An estimated 10% of teachers in the country was Black.

(11) An estimared 72% of accountants in the country was white.

Social Segregation and Lack of Democracy
The following facilities were segregated:
- trains
- schools, including universities
- sporting and entertainment centers
- clinic and hospitals
- buses
- hotels
- post offices
- restaurants
- churches
- shopping centers and malls
- theaters
- beaches
- rest rooms

Social Injusticies

(1) Many writers who wrote on sensitive racial issues were "black listed" and were forced to go into exile political activists were also exiled.

(2) Non-whites were disenfrancised.

(3) Coloureds, Indians, and Blacks were forced to leave their communities to resettle and relocate in distant areas, far from the cities.

(4) Many Blacks were denied human rights, leading to false and unexplained imprisonments, bodily injuries to the victims and family members, suspicious deaths, and massacres by policemen, including Black policemen.

Growth of Black Resistance and Anti-apartheid Political Movements

(1) African National Congress (ANC)

(2) Pan-Africanist Congress (PAC)

(3) National Union of South Africa Students (NUSAS)

(4) South African Students' Organization (SASO)

(5) Black People's Convention (BPC)

(6) Inkata Political Party

Rise of Ethnic Rivalries

The Zulu ethnicity movement (Inkatha) under the leadership of Chief Buthelezi built a massive movement against other Black political organizations and tribal groups.

ASSESSMENT
EFFECTS OF APARTHEID

Activity #1
Based on your knowledge of the democratic principles of a democracy, write an essay constrasting democracy with apartheid.

Activity #2
Reflecting on your knowledge on the democratic principles, and the effect of apartheid, list the changes that are necessary to transform an apartheid government to democratic government.

Activity #3
Compare the effects of apartheid with the effects of segregation.
- The effects that segregation had on the Blacks in the U.S.
- The effects that apartheid had on the Non-Whites, especially the Blacks in S.A.

Activity #4
Based on the effects on apartheid, answer the following questions. Do you think the policy of apartheid effected South Africa's relations with the rest of the world? How? Why?

Activity #5 Group Work
Prepare a speech to persuade your classmates that apartheid destroys a society and ultimately fails. Give detailed examples of how apartheid can destroy a society.

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Module III

TRANSITIONAL PROCESS FROM APARTHEID TO DEMOCRACY

Transition from apartheid to democracy focused on correcting existing social, economic, political and human injustices of apartheid by applying democratic principles as stated in South Africa's Democratic Constitution (drafted in 1994 and adopted in 1996). The principles are: Human dignity, equality, freedom, justice, advancement of human rights, and the pursuit of happiness for all.

Upholding and promoting these democratic principles, the newly elected democratic government of President Nelson Mandela (1994) formulated a program to aggressively addressed the many social and economic problems facing the country.

This program is called the Reconstruction and Development Program (RDP)
The RDP has five key components:

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Accomplishments of the RDP And Other Presidential Projects Between 1994 - 1996 are summarized below:

LAND AFFAIRS

LAND RESTITUTION: Communities (families) have returned to their land and will be given settlement support.

LAND REDISTRIBUTION: Communities have actually acquired land.

HEALTH: Nutrition Program is now operative in over 16,000 schools and six million children are receiving the early morning food supplement.

CLINIC BUILDING PROGRAM: Upgrading has been completed at many clinics and mobile clinics have been purchased. Other community clinics are being established and construction work is in progress at many sites.

FREE HEALTH SERVICES: Free health services are provided to children under six, and pregnant and lactating women.

AIDS AWARENESS CAMPAIGN

The Strategy and Implementation Plan of the National Aids Coalition of South Africa has been developed in schools and clinics.

URBAN RENEWAL

Projects of urban renewal that are in progress or that are completed in some provinces are listed below:

- Repair of area and street lighting
- Cleaning and repair of main roads
- Cleaning and upgrading of sports fields
- Repair to damaged houses
- Emergency services to hostels and informal settlements
- Sewerage rehabilitation
- Water supply rehabilitation
- Community based refuse collection (is virtually completed)-

Housing projects

Training courses for local laborers

- Construction of schools
- Community Health Centers
- Rural water supply and sanitation
- Establishment of a national system Adult Basic Educational and Training, based on units, standards and levels in line with the National Qualifications Framework
- Pilot Youth Colleges
- Developments of plans whereby more talented students can be encouraged to undertake careers in Science and institutions of Higher Education
- Extension and upgrading of Municipal Services
- Broadening Access to Agriculture Thrust

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- Youth Development Centers
- Electrification of over 27,275 houses
- Electrification of over 259,000 schools
- Poverty Monitor-a periodic survey for poverty monitoring

ASSESSMENT

TRANSITIONAL PROCESS FROM APARTHEID TO DEMOCRACY

Activity #1 Group work
Develop your group plan to rebuild South Africa to a new democratic and prosperous country. You many refer to the RDP of the New South Africa for some ideas.

Activity #2 Group work
After evaluating the RDP five key programs to rebuild and develop the country, state if the following statement is true or false. "The RDP is a people oriented program". Support your answer.

Activity #3
Respond to the following questions. The RDP is not a plan for government alone. Each and every South African has a role to play to make the RDP a success. What role can the community play in order to make the RDP a success? What role can the union and workers play in order to make the RDP a success? What role can the business community play in order to make the the RDP a success?

MODULE IV

MY OBSERVATIONS

My observations were based on visits to a variety of schools, universities, community development centers, clinics, homes, and conferences with governmental and non-governmental officials. My observations were also based on tours of market places, restaurants, museums, parliamentary buildings, churches, townships, cities, rural areas, suburbs, streets, and other places.

The observations, outlined below, took place during a four week period (7/10/96 - 8/10/96).

EDUCATION

- Integration of schools are in progress, but at a slow rate.
- Blacks are being accepted in urban schools that were closed to them during the apartheid era.
- In some integrated schools, Blacks are in separate classrooms or seated aside from whites. The explanation given for the separation, by the classroom teacher, is that Blacks are grouped for the learning of the Afrikaans language.
- Multi-ethinc/racial teaching staff is evident in a few schools.
- Staff rooms in predominantly white schools are accommodating and well equipped; while staff rooms, especially in Black townships and rural areas, are poorly equipped and furnished.
- Nearly all homogenous Black schools, located in distant townships and rural areas, are lacking in basic accommodations, i.e. heating, electricity, ventilation, basic classroom equipment and materials.
- Few Black schools have computers.
- Blacks mothers and their children attend day school.

ECONOMICS AND EMPLOYMENT

- Blacks do subservient jobs, i.e., domestic workers, security guards, waiters and waitresses.
- Coloreds do clerical work at hotels and banks; few are waiters and waitresses.
- Indians are mainly business people.
- Whites are primarily professionals and managers

Economically most whites seem to be enjoying a very comfortable standard of living; while Blacks seem to be struggling to meet the basic needs and many of them are homeless or living in mere poverty. The average Colored and Indian seem to be enjoying a comfortable standard of living.

- The average white family owns more than one car. Very few whites are seen walking, especially in the city of Johannesberg.
- The average Black family does not own a car and few Blacks are seen driving; in some cases the Black drivers are chauffers and taxi drivers.

HOUSING

- 95% of the whites live in large attractive, luxurious houses with large beautifully kept lawns. The homes, in most cases, are hidden behind high walls. Most of these homes are outside of the cities. These neighborhoods are sparsely populated because the homes are constructed large lots of land.

- 95% of the Blacks live in unattractive make shift shacks or dilapidated apartment buildings with little space between the dwellings. Brown dirt has replaced the grass. The shack settlements, in some cases have no lightings, inner bathrooms, or running water The shacks are vulnerable to vandalism. These shacks are located in townships or in crowded shanti-towns outside of the suburbs. In the cities are located the dilapidated apartment buildings and the Black neighborhoods are densely populated.

PUBLIC FACILITIES

Public facilities are integrated. Some apartment building in Pretoria, for example, are integrated. Most surburban neighborhoods do not appear to be integrated.

PATROL CARS (POLICE)

The police patrol cars no longer carry the sign "South African Police Force"; instead, they carry "South African Police Service". The police is now seen as providing a service as opposed to being a force during the apartheid era.

MY IMPRESSION

Despite living in abject poverty, Blacks appear to be hopeful that with the democratic government, they would be able to improve their standard of living.

ASSESSMEMT

MY OBSERVATIONS

Activity #1
Draw a poster depicting the "evil" of apartheid

Activity #2
Based on my observation, identify three evidence of inequalities faced by the Black South African

Activity #3 Essay
Based on my observation what do you think are the challenges facing the New South African government as it attempts to democratize the country?

Activity #4 Essay
How can the people of South African meet these challenges in harmony?

INTERVIEWS

Written below are four interviews with native South Africans. Each interviewee represents one of the four major ethnic groups: Indian (Asian), Black, White, and Colored in four different provinces: Kwazulu/Natal, Eastern Cape Province, Orange Free State Province, and Western Cape Province.

As you read the interviews, note the sentiments of each interviewee.

INTERVIEW AT A HOTEL IN DURBAN (Kwazulu-Natal Povince)

SUBJECT: INDIAN MALE AGE: 39

MY QUESTION: Why do the Black vendors sleep on the sidewalk next to their merchandise?

HIS RESPONSE: They are afraid to go home. The Black areas are very dangerous. They are afraid to be killed by their own people. They feel safer out here.

MY QUESTION: Do they have homes or are they homeless?

HIS RESPONSE: Yes, but you see the Blacks are not like the Indians. We Indians don't kill each other. We are business people and we try to help each other.

INTERVIEW AT A HOME IN PORT ELIZABETH (Eastern Cape Province)

SUBJECT: A BLACK AFRICAN MALE AGE: 69

MY QUESTION: What do you remember most of the apartheid government?

HIS RESPONSE: Every man (around the age of 60) was arrested at one time or the other. I was arrested once due to misidentity. My name is Winky, but there was another Winky who was a political activist. We had different last names. The White policeman did not ask me my last name. The white police arrested me. At the time of my arrest, I was 25 years old. The police arrested my at my work place. I remained in jail for six days without a change of clothes, without knowing why I and without a hearing. They did a necklacing to me and other Black prisoners.

MY QUESTION: What is necklacing?

HIS RESPONSE: Necklacing means that a tire is placed around my head , then petrol is placed on the tire and the tire is set on fire. Many men got burnt, some even died.
If you are caught after 9:00 P.M. in the city even though you have a pass they will arrest you. They will torture you.

MY QUESTION: Do you still have a copy of the pass?

HIS RESPONSE: No, I torn that up.

INTERVIEW AT A UNIVERSITY IN BLOEMFONTEIN (Orange Free State)

SUBJECT: WHITE FEMALE AGE: 19

MY QUESTION: How do you feel about the transition from apartheid to democracy?

HER RESPONSE: I feel great that many of the young whites are happy about it, but the older folks are very upset. " Just imagine they had everything going for them and now all of a sudden it is taken away from them. Many of the older folks are leaving the country."

MY QUESTION: Are your parents leaving?

HER RESPONSE: Yes, my parents are leaving. but I am staying. I am beginning to have Black friends. They are like everyone else. We young whites should not be accused of being racists. We cannot change what our parents did

INTERVIEWS

INTERVIEW AT A PARK IN CAPE TOWN (WESTERN CAPE PROVINCE)

SUBJECTS: A COLORED LADY AGE 43
A COLORED GIRL AGE 14

COLORED LADY'S QUESTION: How do you like Capetown?

MY RESPONSE: I love it. The air is fresh and the natural features are beautiful. What a beautiful environment!

COLORED LADY: Yes, but things are changing. Because of this school integration of staff and students, many of our good colored teachers are now sent to other schools and black uneducated teachers replacing them. We all want to leave. Some of the black students are not bright and this makes our school become inferior.

MY QUESTION TO THE COLORED GIRL: How do you like going to school with Blacks?

COLORED GIRL'S RESPONSE: I don't mind, but I think that with the Affirmative Action, the government is forgetting about us because they are only concentrating on the Blacks and not on the Coloreds or Indians. My Indian friend does not like the Affirmative Action either because she says it only benefits Blacks.

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